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Tom and Susan



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Tom and Susan

A SOCIAL DEVELOPMENT PRIMER

by PAUL R. HANNA and GENEVIEVE ANDERSON HOYT
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Illustrated by Ruth Steed

THE SOCIAL STUDIES PROGRAM
CURRICULUM FOUNDATION SERIES

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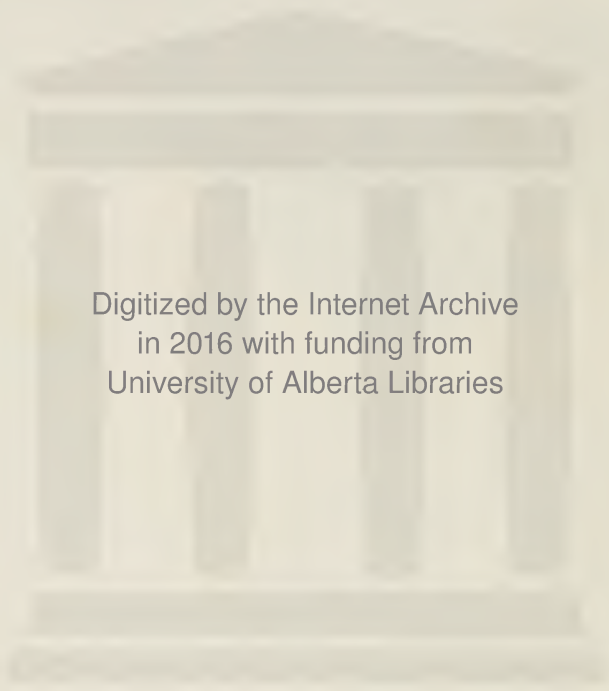
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Tom



Oh, oh, oh.



Oh, oh, oh.

Oh, see.



See, see.

Oh, see me.



Susan



Look, oh look.

Look, Tom, look.



Look, Tom, look.

Cookies, cookies, cookies.



Oh, oh, oh.

Oh, see the cookies.



Mother



Work, Tom.

Work, work, work.



Mother, Mother.
Look here, look here.



Oh, oh, oh.

Oh, Tom and Susan.



Father



Look, Tom.
See Father work.
See me help.



Come, Tom.

Come and help.

Help Susan and me.



Look, Father.

Oh, look and see Tom.

See funny Tom.



Jip



Look, Tom, look.

See something funny.

See funny Jip.



Oh, Mother, see Jip.

Oh, oh, oh.

Oh, see Jip go.



Look, Father.

Look, Mother, look.

See something for Jip.

See Tom help Jip.



Something for the Family



Father said, "Come, Tom.
Come, Tom and Susan.
Come and see something.
See something for the family."



Susan said, "Look, Jip.
Here is something for the family.
See the family work.
Come, Jip, come.
Come and help."



Tom said, "Look, look.
Jip can help.
See Jip help.
Oh, see something funny.
Oh, oh, Jip is funny."



Something Father Wants



Tom said, "Look here, Mother.
Here is something I want.
Here is something for me.
Oh, Mother, look here."



Mother said, "Come, come.
I see something Father wants."
Susan said, "I see something.
I see one for Father.
And I see one for Tom."



Mother said, "Look, Susan.
See this one for Father."

Tom said, "See this one.
This one is for me.

One for Father and one for me."



Two and Two

"Oh, Mother," said Father.

"Come down, come down.

Come and see Tom and me.

Come and see this.

See Tom and me."





"Come down," said Tom.

"Oh, Mother and Susan.

Father and I want you.

Come down and see.

See Father and me."

Susan said, "Here we come.
Here we come down."

"Oh, look," said Tom.

"Two and two.

Mother and Susan.

Father and me.

Two and two."





Oh, See the Baby



"Mother, Mother," said Tom.

"Come here, come here.

Oh, come and see the baby."

"A baby, a baby," said Susan.

"Oh, see the baby.

Here is a baby for Tom and me."



“Oh, Mother,” said Tom.

“Is the baby for Susan and me?
Is the baby for this family?”

Mother said, “Tom and Susan.
The baby is not for you.
The baby is not for this family.”



Susan said, "Oh, Mother.
This family wants a baby.
We want the baby to come here."

"Susan, Susan," said Mother.
"The baby can not come here.
We can go and see the baby."



Mother, This Is Jack



"This is Jack," said Tom.

"Mother, this is Jack.

Jack, this is my mother."

"Come, come," said Jack.

"I want you to come.

Come and see my baby."



"Come, Mother," said Susan.

"Oh, come and see the baby."

Jack said, "Here we go.

Here we go to my house, my house.

Here we go to my house.

Here we go to see my baby."



Susan said, "Come, pretty Baby.
Come to Susan, pretty Baby."

"See, see," said Jack.

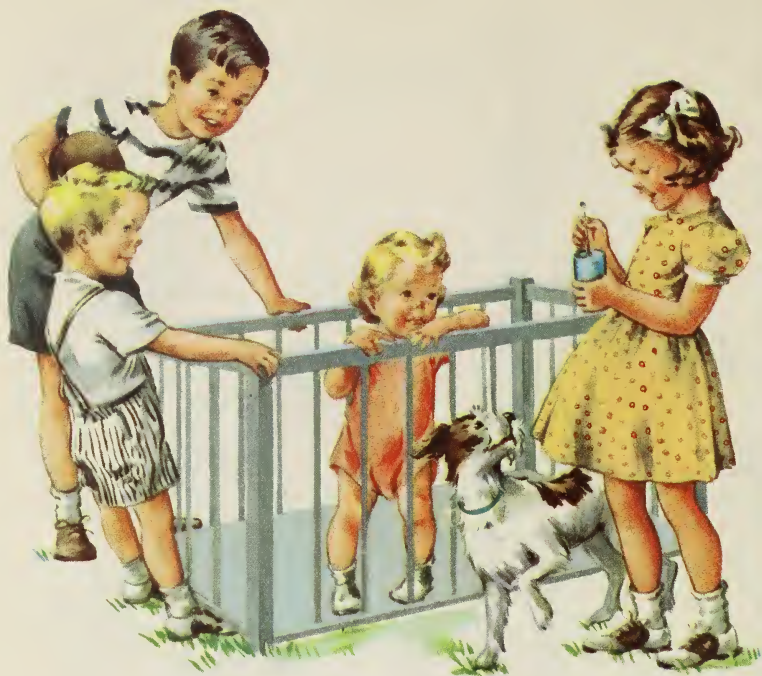
"See my baby.

Baby wants to come to me.

See Baby come to Jack."



Where, Oh, Where?



Susan said, "Look, Jack.

Look, Baby, look.

You can see something pretty."

"Where, where?" said Jack.

"I can not see something pretty.

Can you see it, Baby?"



"Look, Baby," said Susan.

"Look, Jack, look."

Tom said, "Jip sees something.

Look, Baby, look.

See Jip run.

Run, Jip, run, run, run."



"Now I see something," said Jack.

"And Baby sees it.

We see something now.

Now we see something pretty."

"Oh, oh, oh," said Susan.

"Where is it now, Baby?

Where is it now?

Where, oh, where?"





What Is It?



“What is it?” Susan said.

“Is it something for me?”

“This is for Jack,” said Tom.

“I have something for Jack.”

Susan said, “What is it?”

Oh, Tom, what is it?”

"It is funny," said Tom.

"It can jump.

Come and see it jump."

"Jack, Jack," said Susan.

"Come here, come here.

Come and see something funny."





“Look, Jack,” said Tom.

“Look and see it jump.

See it jump up.”

Jack said, “Look, Baby.

See it jump up.

Oh, see it jump up.”



See What I Can Make



Tom said, "See this.
See what I can make.
I can make something yellow."

"What is it?" said Jack.

"What can you make?"

It looks funny.

It looks funny to me."



Susan said, "What is it?

Oh, Tom, what is it?

It looks funny.

It looks funny to me."

"It looks funny to me," said Tom.

"It looks funny to me now.

I can not find something.

I can not make it."



"Oh, look," said Jack.

"See what I have.

I can make it."

"Look, Tom," said Susan.

"See what Jack can make.

Jack can make a chicken.

Jack can make a yellow chicken."



One, Two, Three



"Susan, oh Susan," said Tom.

"Come and help me.

Help me find my cars.

I can not find my three cars."

Susan said, "Here is a car.

Look, Tom, I can find one car.

Here is one car for you."



"Here is a boat," said Susan.

"Look, Tom, see this boat.

Now you have a car and a boat."

"It is not my boat," said Tom.

"You can have the boat.

I want my three cars."



"Come here, Tom," said Susan.

"Come and see what I see.

Here are the two cars you want."

"Oh, Baby," said Tom.

"I have one and you have two.

One, two, three, one, two, three.

Look and see.

Three cars for me."





A Baby in the House



“Mother, Mother,” said Susan.

“Come and see what we have.

It is something for this family.”

“Come here, Father,” said Tom.

“We have a baby in this family.

We have a big family now.

See what a big family we have.”



"Look, Mother," said Susan.

"We have a baby in this house.

We have a baby in this family.

We are a big family now."

"Tom and Susan," said Father.

"The baby is in one family.

You are in this family.

We do not have a baby."



Mother said, "Look, Tom and Susan.
You can play family.

You can play you are a family."

"I can play Mother," said Susan.

"Tom can play Father.

We can play we are a family.

We can play we have a baby."



Animal Cookies



"Look here," said Mother.

"Here are animal cookies for you.

Susan gets one.

Tom gets one.

And here is one for Jack."

"See what I have," said Susan.

"Look, Tom, a cookie chicken."



"See what I have," said Tom.

"Here is a cookie cow.

See my funny cookie cow."

"I have a funny one," said Jack.

"What is this one?

What is this funny cookie?"



"A pig," said Susan.

"You have a cookie pig.
Oh, see the funny pig."

"Oh, oh, oh," said Jack.

"See the animal cookies.
A chicken and a cow.
And a funny, funny pig."



The Chicken Farm



Mother said, "Look, Jack.
Look, Tom and Susan.
See the chickens.
This is a big chicken farm."

"Oh my, oh my," said Tom.
"Big chickens and little chickens.
See the yellow chickens."

"Jump out," said Mother.

"Jump out, jump out.

I want to get something here."

"Oh, Mother," said Susan.

"See the big mother chickens.

See the little baby chickens.

See the yellow baby chickens."



Mother said, "Come, Tom.
Come, Jack and Susan.
We have to go now."

"Look, Mother," said Susan.
"Look what Jack and I have."

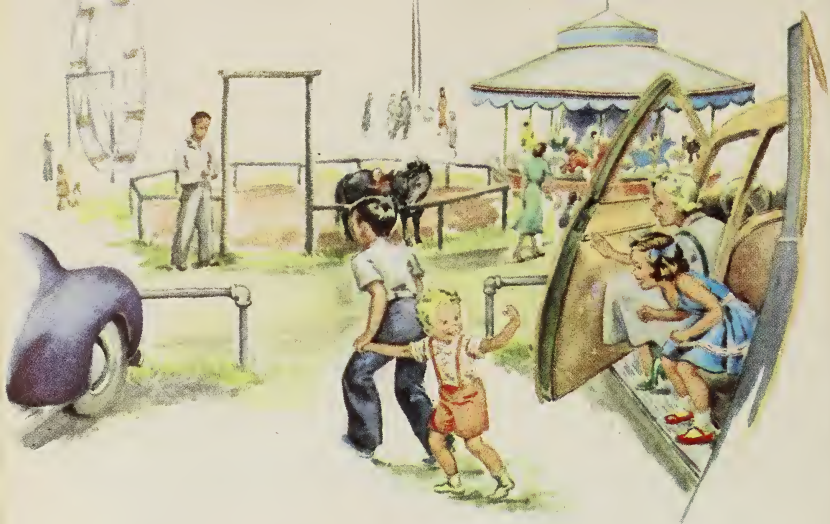
"And look what I have," said Tom.
"Look what we have.

You have something to eat.
We have something funny."





A Pony, A Pony



"Look where we are," said Mother.

"Do you see what I see?

Do you want to go in here?"

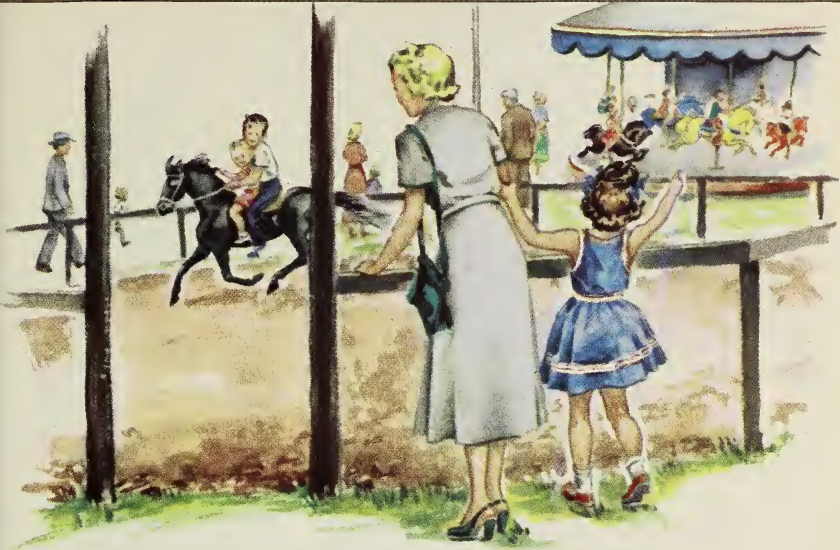
"Oh, Mother, Mother," said Tom.

"I see a pony, a pony.

Do you see the little black pony?"

Jack said, "Jump out, jump out.

I want to see the pony."



"Look, Susan," said Tom.

"See Jack and me go fast."

Jack said, "Go, black pony.

Go, black pony, go fast.

We want to go fast, fast, fast.

Go, go, go, black pony."

"Look, Mother, look," said Susan.

"See the yellow pony."



Mother said, "Jump up, Susan.
Jump up here.
Here is the yellow pony."

"A yellow pony for Susan," said Tom.
"A blue pony for Jack.
And a black pony for me.
Here we go, one, two, three."



Hello, Hello



"Oh, Tom, Tom," said Susan.

"Grandfather is here.

Look, Grandfather is here."

"Hello, Tom," said Grandfather.

"Hello, Susan, hello, hello.

Look what I have for you."

Tom said, "Where is Grandmother?
Is Grandmother here?"

"Hello, Tom," said Grandmother.

"Hello, Tom and Susan.

See what I have for you."



Father said, "Now we can eat.
Look what we have here."

"See this, Father," said Tom.
"We have this to eat."

Susan said, "See this, Father.
We have this to eat."

"And a big chicken," said Mother.
"A big chicken for a big family.
A big chicken to eat now."





Come, Susan, Come



"Come, Susan, come," said Tom.

"We have to go to the farm.

Come and get in the red car."

"Oh, Mother," said Susan.

"I do not want to go.

I do not want to go to the farm."



"Come, Susan," said Grandmother.
"Come and see the cows and pigs.
Come and see the pony we have."

Susan said, "Oh, Grandmother.
I do not want to see the cows.
I do not want to see the pigs.
I do not want to see the pony."

Grandfather said, "Come, Susan.
Come and see the baby animals.
We have baby pigs now.
And little yellow chickens.
You can have a little chicken."

"Can I?" said Susan.

"Can I have a baby chicken?

A little yellow baby chicken?

Oh, I want a baby chicken."





Away in the Red Car



"Hop in the car," said Grandfather.

"Hop, hop, hop.

Hop in the big red car."

"Here I go," said Susan.

"Here I go in the big red car.

Here I go to get a baby chicken.

A little yellow baby chicken."



"Oh, look," said Susan.

"Baby wants to go.

Baby wants to go in the car."

"Oh, Baby," said Jack.

"You can not go.

Look here, Baby.

We can play ball."



“Play ball, Baby,” said Jack.

“See the big blue ball.

Here comes the blue ball.

Here it comes.

Get the blue ball.

Get the big blue ball.”

Tom said, "Away we go.
I want to get to the farm.
I want to see the cows and pigs.
I want to see the pony."

"Away we go," said Susan.

"Away we go in the red car.
Away we go to the farm.
I want to see the baby animals.
I want to get a baby chicken."



TO THE TEACHER

Tom and Susan (a Social Development Primer) is the first book in the *Social Studies Program* of the Curriculum Foundation Series. The social growth, the understandings, and the behavior traits emphasized in each story are listed on pages 92-95.

Tom and Susan contains the 79 different words that are listed below. For children who have completed the three Pre-Primers of *The New Basic Reading Program* of the Curriculum Foundation Series 52 words will be known. The remaining 27 words printed in boldface type are from the Primer vocabulary of *The New Basic Reading Program*.

VOCABULARY LIST

5. Tom	26. said	47. run	68. pig
6. oh	27. is	48. now	69. farm
7. see	28. can	49. what	70. little
8. me	29. wants	50. have	71. out
9. Susan	30. I	51. jump	72. eat
10. look	31. one	52. up	73. pony
11. cookies	32. this	53. make	74. black
12. the	33. two	54. yellow	75. fast
13. Mother	34. down	55. find	76. blue
14. work	35. you	56. chicken	77. hello
15. here	36. we	57. three	78. Grandfather
16. and	37. baby	58. cars	79. Grandmother
17. Father	38. a	59. boat	80. ———
18. help	39. not	60. are	81. ———
19. come	40. to	61. in	82. red
20. funny	41. Jack	62. big	83. ———
21. Jip	42. my	63. do	84. ———
22. something	43. house	64. play	85. away
23. go	44. pretty	65. animal	86. hop
24. for	45. where	66. gets	87. ball
25. family	46. it	67. cow	88. ———
			89. ———

CONTRIBUTIONS TO UNDERSTANDINGS AND BEHAVIOR TRAITS

In guiding the social development of children we are concerned with two aspects of growth. On the one hand we must consider desirable patterns of acting and reacting in democratic group living. On the other hand we must give attention to the understandings out of which attitudes and behavior grow.

*Tom and Susan*¹ and its accompanying guidebook present learning experiences which will help children move from dependence on others toward independence in solving problems involved in group living. This program contributes to children's social growth in moving from absorption in self toward concern for and service to others. It promotes appreciation of the interrelationship of individuals in family, school, and community groups, and guides children in making a beginning in carrying their share of responsibility in such groups.

The stories provide a springboard for discussion, dramatic play, and other learning activities which contribute to significant understandings and behavior traits. Children find it easy to identify themselves with Tom and Susan, the central characters in the stories, because the problems met by these characters are similar to those which children of this age meet from day to day.

The first eight stories center attention on the family group of which Tom and Susan are a part. In the ninth story a new family moves in next door and the emphasis for the following six stories shifts to the relationship between the two neighboring families. The three succeeding stories are concerned with the relation of the family to the larger community. In the last three stories the concept of the family is enlarged to include grandparents.

¹ Other books in this program are *Peter's Family*, *Hello David*, *Someday Soon*, *New Centerville*, and *Cross-Country*, published by Scott, Foresman and Company.

STORY THEME

Tom (pp. 5-8)

Tom solves a simple personal problem independently while helping with work in the yard.

Susan (pp. 9-12)

Susan creates a problem while cutting out cookies in the kitchen.

Mother (pp. 13-16)

Tom and Susan create a problem by leaving their room "at sixes and sevens." However, they work out the solution together and straighten the room as a surprise for Mother.

Father (pp. 17-20)

Tom creates a problem by scattering ashes while helping Father clean out the living-room fireplace.

Jip (pp. 21-24)

Jip, the pet dog of Tom and Susan, creates a problem when he gets in the way of a bucket of water that Father throws out while washing the car.

Something for the Family (pp. 25-28)

Father brings home an electric popcorn popper that creates work but provides fun for the whole family and also for Jip.

Something Father Wants (pp. 29-32)

Mother and the two children go shopping together. They buy a shirt for Father and find a matching one for Tom at the department store.

Two and Two (pp. 33-36)

Tom and Father prepare a surprise only to be surprised in turn by Mother and Susan.

Oh, See the Baby (pp. 37-40)

A new family moves into the house next door. There is a baby in this family and a boy younger than Tom and Susan.

Mother, This Is Jack (pp. 41-44)

Tom and Susan make friends with Jack, the new boy next door, and through him initiate a friendship between the two families.

UNDERSTANDINGS

Children can contribute to the work involved in keeping the yard attractive.

Children can contribute to the preparation of food for the family.

Children can contribute to the work of keeping the home or the classroom neat and clean.

Children can plan surprises for adult members of the family.

Children can contribute to the work which having a fireplace in the home necessitates.

Children can contribute to the work of keeping the family car clean.

Families can work together as a group. Having a pet involves responsibility.

A family is a father, mother, and children.

Children can contribute to the work involved in family fun.

Clothes can be purchased at stores where clothing is sold.

Children can participate in the selection of clothing.

Children can share with adults in planning surprises for other members of the family.

Children are often different ages in different families.

Families move from one house to another.

Children within a family have close family ties.

Children should feel responsible for introducing friends to their parents.

SOCIAL GROWTH

Moving from dependence on others toward independence in solving personal problems.

Moving from dependence on others toward independence in solving a problem coöperatively.

Moving from absorption in self toward coöperation in solving a common problem and performing a service to other members of the family.

Moving from absorption in self toward coöperation in solving a problem.

Moving from absorption in self to concern for pets.

Moving from absorption in self toward participating in a family-group enterprise.

Moving from absorption in self toward taking pleasure in doing something for other members of the family.

Moving from absorption in self toward enjoying a turning of the tables.

Moving from absorption in one's own family to an interest in a neighboring family.

Moving from absorption in self toward acceptance of close ties within another family group.

BEHAVIOR TRAITS

Solving a personal problem independently.

Working together on the solution of a problem.

Working together on the solution of a problem.

Assuming responsibility for and sharing in the work of the home.

Sharing responsibility and working together.

Working together as a family group. Assuming responsibility for care of pets.

Contributing to the work involved in family fun.

Taking pleasure in buying something for another member of the family.

Enjoying family surprises or secrets even when the tables are turned.

Taking an interest in another family group.

Introducing friends to one's own family and enjoying their families.

STORY THEME

Where, Oh, Where? (pp. 45-48)

Susan shares her new bubble blower with Jack and the baby.

What Is It? (pp. 49-52)

Tom brings a toy to Jack, who in turn shares it with the baby.

See What I Can Make (pp. 53-56)

Tom is unsuccessful in putting together a puzzle that Jack completes.

One, Two, Three (pp. 57-60)

Susan attempts to help Tom find three little cars he has lost, but Baby unknowingly solves this problem.

A Baby in the House (pp. 61-64)

When Baby is left with Tom and Susan a problem is created because Tom and Susan want a baby in their family.

Animal Cookies (pp. 65-68)

When the children go with Mother to the grocery store she buys a box of animal cookies for each child.

The Chicken Farm (pp. 69-72)

Mother takes Tom, Susan, and Jack with her to a chicken farm where she buys eggs for the family.

A Pony, A Pony (pp. 73-76)

The children go to a nearby amusement park, where the boys ride on a real pony. Susan spies another kind of pony and all three ride on the merry-go-round.

Hello, Hello (pp. 77-80)

Grandfather and Grandmother come to visit Tom and Susan, who welcome their grandparents enthusiastically.

Come, Susan, Come (pp. 81-84)

Susan creates a problem because of her reluctance to go with Tom and her grandparents to the farm.

Away in the Red Car (pp. 85-89)

As Tom and Susan leave for the farm the baby creates a problem by wanting to go along. Jack solves this by diverting the baby's attention.

UNDERSTANDINGS

Children of different ages can play together happily.

Children can give gifts to youngsters in other families.

Children of different ages can work on a common project together.

Children help the family when they recover lost articles that represent an expenditure of family funds.

Children are members of individual family groups.

Children can help by caring for younger children.

Families must have food, some of which is bought at a grocery store.

Some of the food families use can be bought at a farm.

The community provides parks of different kinds for recreation.

Children can be of help in the community by picking everything up after a picnic.

Children belong to family groups, which include grandparents.

Children have four grandparents.

It is frequently necessary for children as well as adults to do things they do not want to do.

Even a three-year-old can help solve a problem involving children and adults.

SOCIAL GROWTH

Moving from absorption in self toward concern for younger children.

Moving toward appreciation of the pleasure found in giving.

Moving toward appreciation of the abilities of a younger child.

Moving toward appreciation of interrelationships of members of the family.

Moving toward realization that we cannot always do what we want to do.

Moving toward appreciation of the interrelationships of the family and the people in grocery stores.

Moving toward appreciation of the interrelationships of the family and the people on farms.

Moving toward appreciation of the interrelationships of the family and the provisions which the community makes for recreation.

Moving toward realization of the relationship between parents and grandparents.

Moving from absorption in self toward participating constructively in solving a family problem.

Moving from absorption in self toward consideration of what is best in a group situation.

BEHAVIOR TRAITS

Giving pleasure to younger children.

Taking pleasure in giving a gift to a friend.

Being willing to accept help graciously. Respecting and appreciating the contributions of others.

Assuming responsibility for recovering lost articles.

Adjusting to a situation which cannot be changed at the time.

Assuming responsibility for desirable behavior while at stores in the community.

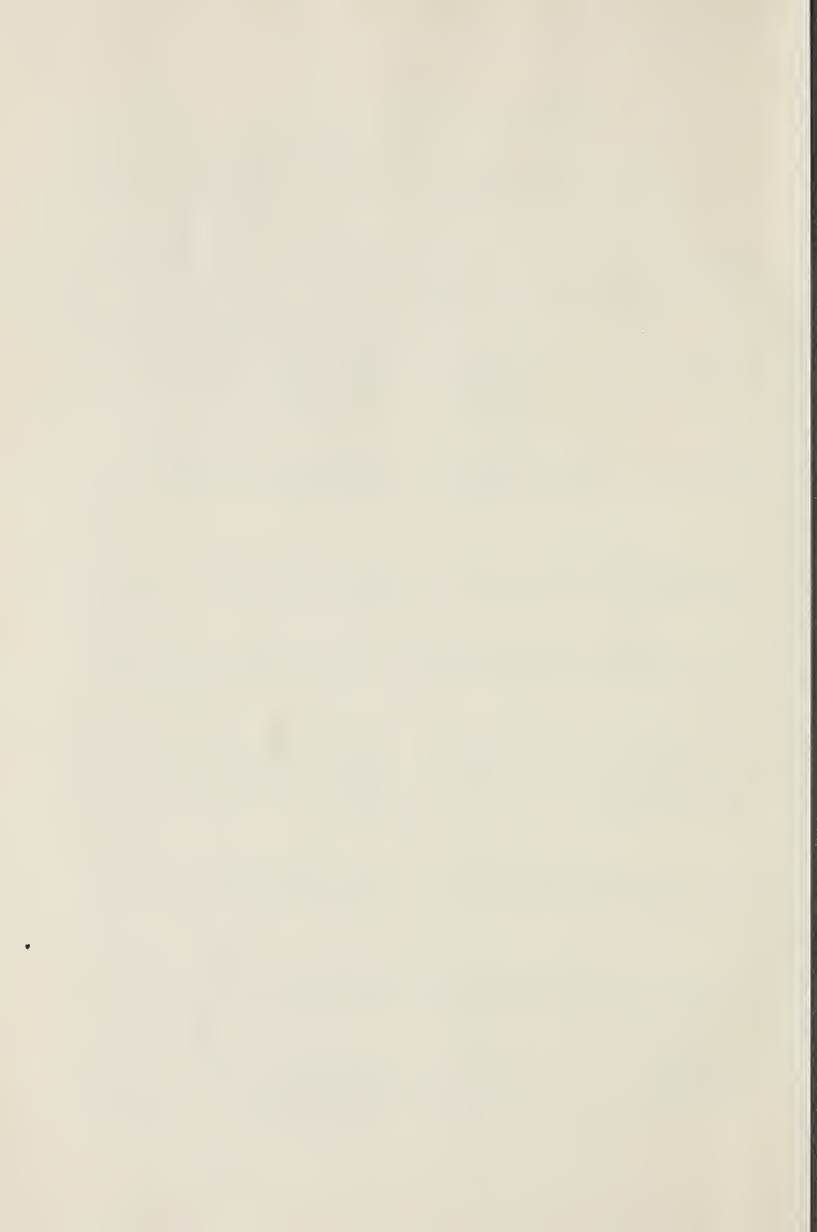
Changing one's attitude toward people and the work they do.

Enjoying community provisions for recreation and assuming personal responsibility for the care of public property.

Enjoying the participation of grandparents in the family group.

Adjusting personal desires in the solution of a family problem.

Helping another adjust to what is best for the group.



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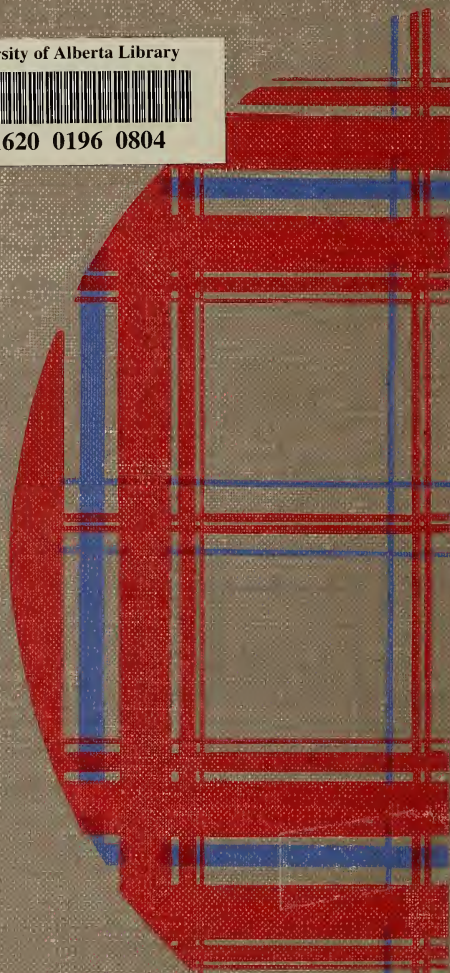
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